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the first vowel has not "melted together" with the second, but has become a spirant, *bien* containing the spirant of the front normal series; *bois* of the back normal; *lui* of the abnormal series. A technical, though very simple, explanation of the nature of these sounds would enable the student to pronounce the first two readily, the last with a little more practice. Attention is also necessary to the strong "voicing" of these spirants when initial or following a voiced consonant, and the loss of voice after a voiceless one. Surely French cannot become perfect without proper attention to voicing and assimilation.

P. 28: French *gn* in *régner* is a palatal, not a guttural, and the definition "made by the simultaneous production of *n* and *y* in the upper back part of the mouth" is scarcely accurate. A classification of sounds would have rendered this and similar errors impossible.

P. 38: "The tonic accent . . . is not an accent in the English sense of the word, not a *blow*, but a *caress* felt in its lingering rather than in its stress." That sounds very pretty, but what does it actually mean? Surely "lingering" on a sound implies delay, consequently lengthening, and how can this statement be reconciled with the almost "clipped-off" brevity of French stressed free vowels? "Caressing" scarcely expresses the clear-cut tense (staccato?) enunciation of the stressed syllables in words like *liberté*, *alla*. The comparatively slight difference between stressed and unstressed syllables in French may be better understood by remembering that French words of the old stock of the language really consist only of syllables that originally bore either the primary or the secondary stress, all other syllables having disappeared or remaining under the shape of a silent *e*. The difference between the primary and secondary stress can obviously not be so marked as between stressed and unstressed syllables in English.

These remarks are not all that might be made, nor can all the good that might be said about the little book find its place here. But one more remark must still be made in closing. Remaining impenitently uninitiated, we are loth to accept "*shame add am*" and "*rap lace made sank key pass*" as acceptable equivalents of *chez Madame* and *rappelez ce médecin qui passe*. It is a grave pedagogical error to keep before the eyes of the student the image of anything that he must banish from his conscious mind before he can satisfactorily do what he is attempting to do, and this is exactly the case when French sounds are presented to the student "in terms" of the English ones, which it is imperative for him to forget for the time. If the authors insist on holding out against the pedagogically sound phonetic notation, they must be strongly urged to find some device that will eschew this pedagogical unsoundness.

Common Difficulties in Reading French. By CHARLES C. CLARKE, JR. New York: William R. Jenkins Co., 1910. Pp. iv + 142.

This book is not intended to take the place either of the grammar or of the dictionary, but rather to supplement both by offering answers to most of the questions which present themselves to the second- or third-year French student in reading, and which are not solved "by classroom reference to previous grammar-drill," or whose answers can be found in a compendious dictionary only with great waste of time. Consequently the book is divided into two parts, the first of which contains the vocabulary where the words, arranged in alphabetical order, are followed by a discussion of their special meanings and other difficulties, strictly from the English point

of view. The statements are clear, reliable, and usually sufficiently exhaustive, though here and there some addition might suggest itself, as, e. g., with the word *honnête*, *une honnête femme*, "a virtuous woman"; with *savant* the meaning "trained," *un chien savant*. Some words, too, have been omitted that seem to call for mention, as the words *neuf* and *nouveau*, etc. On the whole, however, the student will find here reliable information, in a compact and convenient form.

The second part considers syntactical difficulties, but their treatment remains too much on the surface really to add anything of value to the information given on the same subjects in the standard grammars in use. This is a distinct disappointment, because a book of this type might be expected to do what these grammars to a great extent fail to do: give the explanation that enables the student to understand the difficulty, instead of the perfunctory rule that only enables him to elude it. Mr. Clarke remarks himself, e.g., on p. 121, that "for readers of French there is need of a better understanding of the partitive construction than is generally gained from grammars." Then why not give this understanding by a clear explanation of the difficulty? The *Dictionnaire général*, which Mr. Clarke has consulted with so much profit in his vocabulary, would be as helpful here. On p. 250 (Introduction) it suggests, e.g., most lucidly the reason why a prepositional phrase containing *de* can be preceded by another preposition, a somewhat puzzling fact which Mr. Clarke considers of enough importance to mention, without, however, otherwise helping the student's comprehension of it. In spite of this disappointment the book, as far as it goes, is a serviceable, reliable book, which teachers will be able to place with profit in the hands of their students.

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CHICAGO

Health and Medical Inspection. By WALTER S. CORNELL. Philadelphia: F. A. Davis Co., 1912. Pp. xiv+614. With many illustrations. \$3.00 net.

Medical inspection of school children has had a sufficiently long experience to warrant a review and survey of its accomplishments, as well as the projection of a comprehensive scheme or program for future work in the whole field. Dr. Cornell indicates in the preface that "the aim of this book is to present a practical exposition of the work of medical inspection . . . and to give to physicians and teachers a survey of medical practice as it relates to children of school age."

In a general way, the subject-matter is presented in connection with the five principal health agencies that at present operate, or should operate, in behalf of school children, viz., School Hygiene, Personal Hygiene, Physical Education, Medical Inspection, and Municipal Medical Charity. These several activities are dealt with in separate divisions that follow more or less closely this analysis. A brief history of the scope and aims of medical inspection is given first, reviewing the causes of its efficiency and inefficiency, examining the principles that should govern in the inspection of children for contagious and communicable diseases, giving specimens of records and pertinent suggestions regarding the correction of defects and the means of securing the co-operation of interested parties, the value of free clinics, free school meals, and open-air rooms.

Under the second division, or Hygiene, a canvass is made of school sanitation and personal hygiene, within which is included a discussion of physical education, with a